

## A Study of Creativity of Girls Students in Relation to some Personality and Socio-Economic Variables



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### ABSTRACT

Creativity has many things which an individual utilizes in order to actualize his self (Rogers 1959), and to make his original and unique contribution to the society in the form of offering solutions of scientific, literary, artistic or other problems. Some psychologist have described the concept of creativity as a highly complex cognitive capacity, a problem- solving activity, a productive thinking and imagination, which emphasises on newness, creating of useful products e.g. creative discoveries, innovations and inventions.

**Keywords** - Socio-Economic Variables, Neuroticism, Manifest Anxiety scale, psychologist

### I. INTRODUCTION

Indicating the importance of creativity Arnold Toynbee (1964) has rightly remarked, "To give a fair chance to the potential of creativity is a matter of life and death for any society." This is all important, because he thinks that the outstanding creative ability of a fairly small percentage of the population is mankind's ultimate capital asset. Developments in the field of science and technology, literature, arts, commerce or even in spiritual field have been made possible because of contributions of some creative individuals in the concerned field.

As already hinted there is no universally accepted definition and method for quantitative evaluation of creativity (Tords, 1970), Treffinger, Bengulli and Feldhusen, 1971; it is ironic that social scientists in their attempt to definite creativity in precise, operational or measurable terms have given divergent meanings which contribute towards one of the major problems of research and interpretation this area of human knowledge. However, definitions of creativity are abundant.

Creativity has been defined in a variety of ways, ranging from an attitude that can exist though nothing is created (From 1959) to the production of high-level and relatively infrequent accomplishments in culturally significant areas of behaviour (Skager et. al, 1965).

### II. OPERATIONAL DEFINITIONS

To avoid ambiguity the operational definitions of important terms included in the statement of the problem are given below:-

#### **Extravert:**

This refers to the Eysenck's well defined personality dimension as measured by Eysenck personality Inventory (Eysenck and Eysenck, 1964, 1969). The typical extravert is sociable, likes parties has many friends, needs to have people to talk to, and does like reading or studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer, and generally likes change, he is carefree, easy-going, optimistic and

likes to "laugh and be merry". He prefers to keep moving and doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under tight control, and he is not always a reliable person (Eysenck and Eysenck, 1963 a).

#### **Introvert:**

"The typical introvert is a quiet, retiring sort of person, introspective, fond of books rather than people, he is reserved and distant except to intimate friends. He tends to plan ahead, looks before he leaps', and distrusts the impulse of the moment. He does not like excitement, takes matter of everyday life with proper seriousness, and likes a well ordered mode of life. He keeps his feelings under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places great value on ethical standards" (Eysenck and Eysenck, 1963 a).

#### **Neuroticism:-**

As regards neuroticism, no such account is perhaps required as our description would be very similar to those given by countless other writers since Woodworth published his personal Data Sheets and Taylor her Manifest Anxiety scale.

These descriptive pattern, it should be emphasized, refer to personality in its phenotypic aspect, while the experimental test mentioned in the last section refer more to personality in its genotypic aspect, this difference between behavioural and constituent aspects of personality has been discussed in detail elsewhere (Eysenck, 1960 c).

#### **Creativity:**

Creativity in the present investigation has been considered as multidimensional attribute differentially distributed among people. It will be deemed as consisting of fluency, flexibility, originality and a combined creativity score expressed accordingly by subjects on these abilities as measured Verbal Test of Creative Thinking (Mehdi, 1975). The summated scores of these of

three dimensions (fluency, flexibility, originality), has been considered as composite creativity score.

The workable concept of creativity has been formulated here in accordance with the line of accepted by Getzels and Jackson (1962), Torrance (1962 b), Yamamoto (1963) and Mehdi (197).

#### **Fluency:-**

Fluency is represented by the number of relevant and unrepeated ideas which the testee produces. Relevancy is judged on the basis of appropriateness of the response when considered in relation to the test problem.

#### **Flexibility:**

Flexibility is represented by a person's ability to produce ideas which differ in approach or thought trend. All ideas which fall under one category of approach or thought trend are treated as one for purposes of flexibility scoring. Thus if five ideas are produced and all belong to only one category of approach or thought trend, then the score for flexibility will be one, but if all the five ideas are based on five different approaches or thought trends, then the score for flexibility will be five. There could be intermediate scores for flexibility depending on the number of categories of thought trends of which the responses belong.

#### **Originality:**

Originality is represented by uncommonness of a given response given by less than 5% of the group are treated as original.

In this conceptual background, the present study aimed to study creativity among college going girl students in relation to some personality variables and familial and socio-economic variables.

### **III. CONCLUSION**

Creativity is one of the most remarkable quality of human being. The administrators and teachers have recognized the potentialities of creative persons.

They are asset to the society and perhaps all our wordly amanities and scientific advancements are outcomes of the creative quality of human beings. Every person is equipped with creative potentialities. However, individual differences are found in persons. Some person are more creative, where as others possess this quality in varying amount of limited degree. This implies that there are some factors which are responsible for differences in creativity among persons. Psychologists and others have listed several factors which are significantly related to creativity. Such factors, may be personality traits, school environment, familal and socio-economic conditions, training etc.

The researcher has taken only girl students as subjects for the purpose of the present study and the findings are true for this class only, any finding based on single sex may not be conclusive for the society at large. It is most desirable to study both the sexes which comprises the human domain. It is therefore, suggested that for a general view further research should be planned involving both male and female subjects. A comparative study may also be planned.

Non-verbal tests of creativity may be used for studying creativity in non-literate samples. Cross-cultural studies may also be undertaken.

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